

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** St. John's High School

**District:** Charleston County School District

**Principal:** Adrian Busch

**Superintendent:** Dr. Nancy McGinley

# FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

## Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- Summary of demographic information from 2007 School Report Card
  - School Profile (students, teachers, school)
  - Population diversity (refer to Performance of Student Groups)
  - Free/reduced lunch (refer to Performance of Student Groups)
- Three years of data in chart format with brief explanation of data
  - Test Data (PACT/HSAP/EOC Exams)
  - Graduation rate (if applicable)
  - Additional data pertinent to your school
- Summary of process used to develop the FSRP and the persons involved
- Narrative of how selected goals will enable the school to meet expected progress

### Summary of Demographic Information

St. John's High School is the only public high school located on John's Island, SC, and serves students in grades 9-12 who live on John's and Wadmalaw Islands.

African American	Caucasian	Hispanic	Students With Disabilities	Receive Subsidized Meals
88%	6.2%	5.3%	18.9%	72%

### Three Years of Data

	2005	2006	2007
<b><u>HSAP</u></b>			
Passed 2 Subtests	65.1%	68.7%	71.2%
Passed 1 Subtests	16.3%	13.3%	9.6%
Passed No Subtests	18.6%	18.1%	19.2%
<b><u>EOC Exams</u></b>			
Algebra 1	NA	73.4%	56.9%
English1	NA	67.8%	45.3%
Physical Science	NA	45.9%	20.8%
Biology	NA	52.7%	NA
All Tests	NA	59.4%	38.7
Graduation Rate	55.8%	57.9%	54.2%
Longitudinal HSAP Passage Rate	94.8%	88.0%	83.1%
Dropout Rate	6.0 %	1.0%	3.1%

**Longitudinal HSAP Passage Rate**

<b>Sub-Group</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
All Students	94.8%	88.0%	83.1%
Male	100.0%	86.8%	79.5%
Female	90.9%	89.7%	86.8%
Black	94.3%	87.8%	84.1%
White	NA	NA	NA
Hispanic	NA	NA	NA
Subsidized Meals	95.7%	85.7%	90.4%

**First Time HSAP Passage Rate Math**

<b>Sub-Group</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
All Students	68.7%	77.8%	70.7%
Male	63.4%	71.4%	62.9%
Female	74.3%	82.6%	78.3%
Black	70.5%	79.4%	72.9%
White	NA	NA	NA
Hispanic	NA	NA	NA
Subsidized Meals	75.9%	78.2%	74.0%

**First Time HSAP Passage Rate ELA**

<b>Sub-Group</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
All Students	81.3%	76.5%	80.6%
Male	75.6%	68.6%	74.3%
Female	87.2%	82.5%	86.4%
Black	81.7%	79.5%	82.6%
White	NA	NA	NA
Hispanic	NA	NA	NA
Subsidized Meals	85.1%	71.8%	78.0%

### ELA Proficient /Advanced By Sub-Group

Sub-Group	2005	2006	2007
All Students	42.5%	35.8%	52.8%
Male	43.9%	25.7%	45.7%
Female	41.0%	43.4%	59.4%
Black	42.3%	37.0%	54.0%
White	NA	NA	NA
Hispanic	NA	NA	NA
Subsidized Meals	48.1%	31.2%	52.0%

### Math Proficient/Advanced By Sub-Group

Sub-Group	2005	2006	2007
All Students	27.5%	29.7%	51.3%
Male	34.1%	25.7%	45.8%
Female	20.5%	32.6%	56.7%
Black	28.2%	30.1%	53.9%
White	NA	NA	NA
Hispanic	NA	NA	NA
Subsidized Meals	33.3	26.6%	54.0%

### Data

Analysis of three years of data reveals the following:

- An increase in the percentage of students who passed no subtests on HSAP;
- An increase in the percentage of students who passed two subtest on HSAP;
- A decrease in the percentage of students who passed one subtest on HSAP;
- A significant decline in the percentage of students passing EOC exams in all areas from 2006-2007;
- A decrease in the graduation rate;
- A decrease in longitudinal HSAP passage rate;
- A decline in the dropout rate; and
- Scores which are consistently below the state's comparison of our school to high schools with students like ours.

Examination of data by gender indicates there is a gap in the overall performance of males and females in the following areas with girls consistently outperforming boys:

- HSAP Passage Rate;
- End of Course Passage Rate; and
- Graduate Rate.
- Proficient/Advanced performance on both the Math and ELA subtests

Other factors related to student achievement:

- The current interim principal is the fourth leader in the school since July 2007.
- Almost 25% of the teachers hold emergency or provisional certificates (as reflected in the 2007 Report Card).
- No students are identified as gifted and talented (2007 Report Card).
- No students participated in work-based experiences (2007 Report Card).
- The percentage of parents attending conferences declined by more than 12% (2007 Report Card).
- So few parent South Carolina Climate Surveys were returned by parents (despite numerous attempts) that the results were not reported (only 6 parent surveys were returned).
- Only 31.3% of teachers who responded to the South Carolina Climate Survey indicated they were satisfied with school-home relations.

### **Summary of Process Used to Develop the FSRP and the Persons Involved**

The following was considered in developing the FSRP:

- Data to support accomplishments of the 2007-2008 FSRP goals;
- Disaggregated data examined and discussed with faculty in preparation for the school's first *High Schools That Work (HSTW)* Technical Assistance Visit, subsequently submitted to a team of 12 external team members;
- Recommendations of the HSTW Technical Assistance Team presented through their Exit Conference on February 22, 2008;
- Comments given to leadership during the ERT Verification Process; and
- State Report Card data.

The data was reviewed by the administration and Leadership Team, who developed the initial SMART goals and suggested specific strategies to support student achievement. The goals and proposed strategies were also shared with the School Improvement Council Chairperson and teachers, and all were asked for input into the goals and for additional strategies to support the achievement of the goals. The ERTL provided suggestions to support the goals and assisted the administration in determining priorities.

### **Narrative of How Selected Goals will Enable the School to Meet Expected Progress**

#### **Focused Student Achievement Goals**

The school has identified the following four focused student achievement goals:

- 1. By April 1, 2009, 65% of students in grade 9 will achieve a minimum RIT score of 215 on MAP Reading to demonstrate progress leading towards passing HSAP on the first attempt in grade 10.**
- 2. By April 1, 2009, 65% of students in grade 10 will achieve a minimum RIT score of 220 in MAP Reading to demonstrate probability to pass HSAP on the first attempt.**
- 3. By April 1, 2009, 65% of students in grade 9 will achieve a minimum RIT score 225 in MAP Math to demonstrate progress leading towards passing HSAP on the first attempt in grade 10.**
- 4. By April 1, 2009, 65% of students in grade 10 will achieve minimum RIT score of 230 in MAP Math to demonstrate probability to pass HSAP on first attempt.**

In order for St. John's High School to meet expected progress, achievement of students on HSAP and EOC, in particular, must improve. While the achievement of all students is important, the school will focus additional time, energy, and resources to addressing the deficiencies of incoming freshmen and sophomores. What we know is that students who are unsuccessful in 9<sup>th</sup> grade have a greater chance of becoming dropouts, so a priority is on the activities and strategies to support our freshmen. Furthermore, students who lack the prerequisite skills to be successful on the HSAP often lack skills to be successful in their classes. This lack of success is often manifested in discipline or attendance problems. If we want to meet expected progress at St. John's High School, we simply must ensure a solid educational foundation is established for our 9<sup>th</sup> and 10<sup>th</sup> graders, and to move the school forward, the percentages meeting targeted growth are critical. Experiencing success in reading and math at 9<sup>th</sup> and 9<sup>th</sup> grade levels has the potential to impact a variety of other areas, including but not limited to postsecondary transfers and success in advanced coursework.

We justified stating goals for both grades 9 and 10 in Reading and Math separately for the following reasons:

- 10<sup>th</sup> grade students take Spring MAP before HSAP administration.
- 9<sup>th</sup> grade students take Spring MAP after 10<sup>th</sup> grade administration.

- NWEA growth norms (Fall to Spring) differ by grades 9 and 10.
- 9<sup>th</sup> graders take EOC exams Spring of 9<sup>th</sup> grade year.
- Evaluated longitudinal data (Spring grade 8) for current 9<sup>th</sup> graders; concluded that current 9<sup>th</sup> graders' mean scores are similar to end-of-grade 5 student achievement in Reading. Math mean score of 223 (Spring) is above grade 8 Spring mean of 221.

### **Principal's Goals**

In addition to the four student achievement goals which have already been noted and which the principal considers his own student achievement goals as well, the following leadership goals are provided. While no single action can positively impact student achievement in a greater way than what great teachers do in their classrooms, research indicates the significance of effective instructional leadership in supporting teacher's roles in the classroom. Recognizing the importance of the principal being the instructional leader in his/her school, the following goals were developed:

1. **By April 1, 2009, 65% of students in grade10 will achieve a minimum RIT score of 230 in MAP Math and 220 in MAP Reading to demonstrate probability to pass HSAP on the first attempt.**
2. **By April 1, 2009, 65% of students who entered high school during school year 2005-2006 and are members of the 9GR6 cohort will be projected to graduate on time, as measured by individual audits to ensure students are on target to meet requirements for graduation including attendance, HSAP, and completion of required credits.**

### **District Administration's Goals**

#### **District Administration's Goals**

The following goals have been identified by the district administration and are considered essential in supporting the aforementioned student achievement goals for St. John's High School:

1. **By April 1, 2009, the district will provide resources, monitoring, and support to ensure that 65% of students in grade10 will achieve a minimum RIT score of 230 in MAP Math and 220 in MAP Reading to demonstrate probability to pass HSAP on the first attempt.**
2. **By April 1, 2009, 75% of classroom observations conducted by district administrators in English and math and will show appropriate levels of both active engagement (based on at least 80% of the students participating in an "engaging activity" as defined on the rubric) and rigor (based on the level of Bloom's observed matching or exceeding the level called for in a targeted standard). One hundred percent of teachers observed who need additional support to meet this target will receive the assistance required to ensure the likelihood that each will become proficient in ensuring active engagement and rigor.**

The four student achievement goals set forth in this plan are not only the goals of St. John's High School administration and staff, but the goals of the district administration. To ensure these student achievement goals are met, instructional support at the district level through classroom observations and feedback to both teachers and principals sends the clear message that what matters most is what happens in the classroom and that it is the district's responsibility to support the leadership St. John's in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a clear focus on classroom instruction that supports these goals. If our students are more successful, they are more likely to graduate.

Although the district high school support staff does not include a large number of individuals, their collective ability to forge collaborative partnerships among schools that have similar challenges and to capitalize on the strengths of the outstanding department chairs serving in core content areas increases the ability to provide meaningful service. Moreover, the fact that St. John's High School will have trained department chairs who are equipped to not only model effective instruction in their own classes but to provide coaching and feedback to peers strengthens the likelihood of successful implementation of the second goal.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

## **July 2008**

- Attend *High Schools That Work* Summer Conference (A. Busch)
- Participate in Charleston County School District Administrators' Retreat to learn of new initiatives which may impact FSRP (A. Busch, D.Daniels)
- Develop exemplars of lesson plans to be shared with teachers in which they reflect the use of MAP data and Des Cartes in lesson planning (A. Busch)
- Plan extra help strategies for students in English and mathematics who are behind in 10<sup>th</sup> grade and beyond (A. Busch, Leadership Team)
- Review of PACT data for incoming ninth graders for scheduling purposes (A. Busch, E. Waymer)
- Develop Faculty Handbook to include instructional expectations and procedures, i.e., use of MAP data and Des Cartes in lesson planning, instructional time on task, completion of item analysis, development of common course syllabi, Focus Team responsibilities, etc. (A. Busch)
- Disaggregate all available data to use in decision-making (A. Busch)
- Visit community-sponsored or church-sponsored event (A. Busch)

## **August 2008**

- Create data wall reflecting students' performance and other variable affecting achievement (C. Radeke)
- Provide in-service to teachers on the school's literacy plan and begin implementation (C. Radeke)
- Provide refresher in-service for administrative team and initial training for department chairs in the Internal Instructional Review process and on coaching peers in developing and reviewing assessments (A. Busch)
- Provide refresher in-service for administrative team and initial training for department chairs in the development of common course syllabi (A. Busch)
- Provide refresher session for all faculty to review the expectations and responsibilities of the school's Focus Teams (A. Busch)
- Schedule 9<sup>th</sup> graders who are two or more grade levels behind in ELA and math into two semesters of English and math (E. Waymer, A. Busch)
- Department chairs attend first monthly training provided by district to support them in their new roles (L. Martin)
- Department chairs begin classroom observations, which continue throughout the year (Department Chairs to be named)
- Provide ongoing professional development for teachers on examining the quality of their assessments (A. Busch)
- Provide in-service to teachers on how they are to reflect the use of MAP data and Des Cartes in their lesson plans (C. Radeke)
- Establish and use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D.Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct bi-weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)
- Hold grade level sharing session for parents of 9<sup>th</sup> graders at which information about extra help practices and strategies will be disseminated (A. Busch)

## September 2008

- Schedule ninth, tenth, and special education classes for fall MAP testing (C. Radeke)
- Administer Fall MAP test in reading and math to 9<sup>th</sup>, 10<sup>th</sup>, and special education students (C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Develop MAP data wall to reflect individual student's performance on MAP in Fall 2008 administration (C. Radeke)
- Provide professional development on the use of MAP data and Descartes for improving instruction (C. Radeke)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Provide ongoing professional development for teachers on examining the quality of their assessments (Department Chairs)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (A. Busch, department chairs, assistant principals)
- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; A. Busch)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Initiate formal evaluation observations (A. Busch, D. Daniels)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Visit community-sponsored or church-sponsored event (A. Busch)
- Invite local ministers to meet with principal to discuss how faith-based groups and the school may collaborate to provide support needed for student success (A. Busch)
- Conduct grade level sharing session for parents of 10<sup>th</sup> graders at which information about extra help practices and strategies will be disseminated (A. Busch)
- Hold special meeting with parents and students who did not pass HSAP (A. Busch)
- Publish and disseminate quarterly newsletter to community (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)

## October 2008

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Teachers begin observations of model classrooms of department chairs (Department chairs to be named; A. Busch)
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- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)



- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Provide collaborative professional development sessions for teachers to develop higher quality assessments and to use established protocols for the review of assignments and assessments (Department Chairs)
- Implement benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Visit community-sponsored or church-sponsored event (A. Busch)
- Grade level sharing session for parents of 11<sup>th</sup> graders at which information about extra help practices and strategies will be disseminated (A. Busch)
- Grade level sharing session for parents of 12<sup>th</sup> graders at which information about extra help practices and strategies will be disseminated (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)
- Update Data Wall to reflect latest information on St. John's High School Report Card 2008 (C. Radeke)

## **November 2008**

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Provide update on collaborative review to assist teachers in developing higher quality assessments and using established protocols for the review of assignments and assessments (Department Chairs)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Submit documentation regarding formal evaluations to CCSD (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Hold meeting with local ministers to discuss how faith-based groups and the school may collaborate to provide support needed for student success (A. Busch)
- Visit community-sponsored or church-sponsored event (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)
- Provide collaborative professional development sessions for teachers to develop higher quality assessments (A. Busch)

## **December 2008**

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Provide collaborative professional development sessions to support implementation of the literacy plan (C. Radeke)
- Make revisions to schedule to accommodate students who may need extra help or to repeat courses in anticipation of new classes beginning mid-January (A. Busch)
- Publish and disseminate quarterly newsletter to community (A. Busch)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)

- Conduct focused walk-throughs; document use of best practices; and publish results. (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Meet with administrators from feeder elementary and middle schools to plan coordinated intra-district report card pick-up/teacher conference event for January 2009 (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)

### **January 2009**

- Administer Winter MAP test in reading and math to 9<sup>th</sup>, 10<sup>th</sup>, and special education students (C. Radeke)
- Conduct individual conferences with students regarding performance on MAP and plans for continued improvement prior to Spring administration (C. Radeke)
- Update MAP data wall to reflect students' performance on MAP (C. Radeke)
- Provide academic incentives for students meeting and exceeding MAP growth targets (A. Busch, Faculty/Student Recognition and Relationships Focus Team)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Provide collaborative professional development to support implementation of the literacy plan (C. Radeke)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Implement benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Hold meeting with local ministers to discuss how faith-based groups and the school may collaborate to provide support needed for student success (A. Busch)
- Visit community-sponsored or church-sponsored event (A. Busch)
- Coordinate intra-district report card pick-up/teacher conference for elementary, middle and high schools on John's Island (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)

### **February 2009**

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)

- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Submit formal evaluation documentation to CCSD (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Publish and disseminate quarterly newsletter to community (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)

### **March 2009**

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)
- Ensure teachers who are being formally evaluated participate in district-level and school-level training/meetings (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Hold meeting with local ministers to discuss how faith-based groups and the school may collaborate to provide support needed for student success (A. Busch)

### **April 2009**

- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Visit community-sponsored or church-sponsored event (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)

### **May 2009**

- Administer Spring MAP test in reading and math to 9<sup>th</sup>, 10<sup>th</sup>, and special education students (C. Radeke)

- Provide incentives to students who met MAP growth targets (A. Busch and Faculty/Student Recognition and Relationships Focus Team)
- Administer EOC tests
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (B. Goolsby, M. White, A. Busch, C. Radeke)
- Administer benchmark assessments and conduct item analyses (Teachers, Department Chairs)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (A. Busch, D. Daniels)
- Provide appropriate assistance to teachers on improvement or diagnostic assistance plans (A. Busch, D. Daniels)
- Conduct weekly meetings with Instructional Cabinet to discuss support/needed by teachers (A. Busch, Department Chairs)
- Ensure on-going support of teachers who have deficiencies documented through classroom observations. (A. Busch)
- Use Parent Link at least twice per month to communicate positively with parents and to keep them informed about activities/events which support student achievement (A. Busch)
- Conduct focused walk-throughs; document use of best practices; and publish results (A. Busch)
- Teachers submit lesson plans weekly to shared drive or e-Chalk; administrative team and department chairs review and provide constructive feedback (Department Chairs, D. Daniels, A. Busch)
- Department chairs participate in district-provided training designed to provide greater support to teachers (L. Martin)
- Department chairs observe teachers and provide feedback and on-going support (Department Chairs)
- Department chairs provide demonstration/model lessons for teachers (Department Chairs)
- Teachers conduct observations of peers (A. Busch)
- Publish and disseminate quarterly newsletter to community (A. Busch)

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1: By April 1, 2009, 65% of students in grade 9 will achieve a minimum RIT score of 215 on MAP Reading to demonstrate progress leading towards passing HSAP on the first attempt in grade 10.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development on the use of MAP data and Des Cartes for improving instruction.	Claudia Radeke, Literacy Coach; Mattie White, English Department Chair	August 2008	- <i>Sign-in sheets from training (Claudia Radeke)</i> - <i>Handouts of materials used (Claudia Radeke)</i> In order for teachers to effectively use MAP data and Des Cartes to improve instruction and thereby improve student achievement, they must be provided professional development experiences in which they actually manipulate their data. A model for how to reflect the use of data and Des Cartes in lesson plans will be provided.
2. Require teachers to reflect the use of MAP data and Des Cartes in lesson planning.	Mattie White, English Department Chair; Adrian Busch, Principal	August 2008	- <i>Lesson Plans, Department Chair</i> Merely providing teachers with MAP data and training does not ensure it will be used to improve instruction. Teachers are more likely to actually use MAP data and Des Cartes if they know it must be reflected in lesson plans.
3. Implement the 2008-2009 St. John's High School Literacy Plan.	Claudia Radeke, Literacy Coach	August 2008	- <i>Literacy Plan</i> - <i>Professional development plan</i> - <i>Reflection tools completed by teachers at the conclusion of professional development sessions on literacy</i> - <i>Lesson plans</i> - <i>Teacher's Toolkit, containing shared literacy strategies</i> - <i>List of materials in classroom libraries (Claudia Radeke, Adrian Busch)</i> The St. Johns High School Literacy Plan is based on a balanced literacy approach and reflects inclusion of the five goals identified by the Southern Regional Education Board as being critical to improving student literacy. The plan also reflects the literacy framework of Charleston County School District. Implementation of a balanced literacy approach is critical to improving student achievement at St. John's High School High School.

4. Conduct a MAP conference with each student to establish targeted goals for improvement.	Claudia Radeke, Literacy Coach	September 2008	<p><i>-Individual Conference Sheets (Claudia Radeke)</i></p> <p>While it is important for teachers to understand how students have performed on MAP, it is also imperative that students be involved in understanding and using the data. A MAP conference will be held with each student, preceding and following MAP testing. English teachers will use results-based conferencing to help students establish target goals for improvement and explain the significance of MAP scores and their correlations to either EOC or HSAP passage.</p>
5. Provide academic incentives for all students meeting and exceeding MAP Growth targets in Reading.	Adrian Busch, Principal; Faculty/Student Recognition and Relationships Focus Team	August 2008	<p><i>-List of student qualifying for incentives</i></p> <p><i>-Incentive plan developed by Focus Team (Adrian Busch and Faculty/Student Recognition and Relationships Focus Team)</i></p> <p>Although there is a need for students to be intrinsically motivated to do well, the fact remains that many St. John's High School students are motivated by extrinsic rewards. The Faculty/Student Recognition and Relationships Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.</p>
6. Create and maintain a data wall which reflects students' MAP performance.	Claudia Radeke, Literacy Coach	September 2008	<p><i>-Pictures of Data Wall (Claudia Radeke)</i></p> <p>A visual representation of students' performance within RIT bands often helps teachers grasp a clearer understanding of how far students must progress in order to meet achievement goals. The MAP data wall will be updated Fall and Spring to reflect changes in MAP data. (Claudia Radeke)</p>
7. Communicate with parents after each scheduled MAP testing to keep them informed about student progress and to provide strategies which parents may use to assist students at home.	Adrian Busch, Principal	October 2008	<p><i>-Parent sign-in sheet for Open House</i></p> <p><i>-Copies of all documents shared with parents at Open House (Adrian Busch)</i></p> <p>Although we have used MAP testing for some time in Charleston County, some parents still do not understand its purpose or how to use students' scores. The RIT Stick Comparative Chart provides parents a simple mechanism for understanding MAP data. It will be shared with parents at the Open House which follows MAP testing. A list of suggestions for how to help at home will be also developed by the teacher coach and literacy coach by June 2008 and will be reviewed with teachers prior to being disseminated to parents in the fall. (TBD, L and Literacy Coach)</p>
8. Utilize HSAP-like "warm-ups" daily in English classes.	Claudia Radeke, Principal; Mattie White	August 2008	<p><i>Warm-up activities will be documented in teacher lesson plans. (Instructors)</i></p> <p>Although standards will be taught daily in all English</p>

	Department Chair		classes, providing students with HSAP-like "warm-ups" on a daily basis will assist in test preparation skills.
9. Implement a modified 4x4 schedule.	Adrian Busch, Principal	August 2008	<p><i>-Master schedule</i>  <i>-Transcript analysis (Guidance Department and Adrian Busch)</i></p> <p>The master schedule has the potential to have tremendous impact on student achievement. It has been determined that the school's current use of the A/B schedule may be inhibiting the progress of students, as students take 8 courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Placement of students in classes will include a review of students' EOC scores, spring 2008 MAP results, and transcript data. Data will be used to evaluate the effectiveness of implementation.</p>
10. Ensure that 9 <sup>th</sup> grade students whose MAP data indicates significant deficiencies are provided extra help strategies such as tutorials, reading pull-out, Homework Center, or other supports deemed necessary to meet the student's individual needs.	Adrian Busch, Principal	September 2008	<p><i>-Targeted list of students needing additional assistance</i>  <i>-Documentation of types and dates of assistance provided (Adrian Busch)</i></p> <p>Research indicates that many students who are unsuccessful readers simply need extra time and structured help to gain confidence in reading. Extra help strategies will be differentiated based on student need and availability of resources to meet those needs.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: By April 1, 2009, 65% of students in grade 10 will achieve a minimum RIT score of 220 in MAP Reading to demonstrate probability to pass HSAP on the first attempt.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development on the use of MAP data and Des Cartes for improving instruction.	Claudia Radeke, Literacy Coach; Mattie White, Department Chair	August 2008	- <i>Sign-in sheets from training (Claudia Radeke)</i> - <i>Handouts of materials used (Claudia Radeke)</i> In order for teachers to effectively use MAP data and Des Cartes to improve instruction and thereby improve student achievement, they must be provided professional development experiences in which they actually manipulate their data. A model for how to reflect the use of data and Des Cartes in lesson plans will be provided.
2. Require teachers to reflect the use of MAP data and Des Cartes in lesson planning.	Mattie White, Department Chair; Adrian Busch, Principal	August 2008	- <i>Lesson Plans, Department Chair</i> Merely providing teachers with MAP data and training does not ensure it will be used to improve instruction. Teachers are more likely to actually use MAP data and Des Cartes if they know it must be reflected in lesson plans.
3. Implement the 2008-2009 St. John's High School Literacy Plan.	Claudia Radeke, Literacy Coach	August 2008	- <i>Literacy Plan</i> - <i>Professional development plan</i> - <i>Reflection tools completed by teachers at the conclusion of professional development sessions on literacy</i> - <i>Lesson plans</i> - <i>Teacher's Toolkit, containing shared literacy strategies</i> - <i>List of materials in classroom libraries (Claudia Radeke, Adrian Busch)</i> The St. Johns High School Literacy Plan is based on a balanced literacy approach and reflects inclusion of the five goals identified by the Southern Regional Education Board as being critical to improving student literacy. The plan also reflects the literacy framework of Charleston County School District. Implementation of a balanced



			literacy approach is critical to improving student achievement at St. John's High School High School.
4. Conduct a MAP conference with each student to establish targeted goals for improvement.	Claudia Radeke, Literacy Coach	September 2008	<i>-Individual Conference Sheets (Claudia Radeke)</i> While it is important for teachers to understand how students have performed on MAP, it is also imperative that students be involved in understanding and using the data. A MAP conference will be held with each student, preceding and following MAP testing. English teachers will use results-based conferencing to help students establish target goals for improvement and explain the significance of MAP scores and their correlations to either EOC or HSAP passage.
5. Provide academic incentives for all students meeting and exceeding MAP Growth targets in Reading.	Adrian Busch, Principal; Faculty/Student Recognition and Relationships Focus Team	August 2008	<i>-List of student qualifying for incentives</i> <i>-Incentive plan developed by Focus Team (Adrian Busch and Faculty/Student Recognition and Relationships Focus Team)</i> Although there is a need for students to be intrinsically motivated to do well, the fact remains that many St. John's High School students are motivated by extrinsic rewards. The Faculty/Student Recognition and Relationships Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.
6. Create and maintain a data wall which reflects students' MAP performance.	Claudia Radeke, Literacy Coach	September 2008	<i>-Pictures of Data Wall (Claudia Radeke)</i> A visual representation of students' performance within RIT bands often helps teachers grasp a clearer understanding of how far students must progress in order to meet achievement goals. The MAP data wall will be updated Fall and Spring to reflect changes in MAP data. (Claudia Radeke)
7. Communicate with parents after each scheduled MAP testing to keep them informed about student progress and to provide strategies which parents may use to assist students at home.	Adrian Busch, Principal	October 2008	<i>-Parent sign-in sheet for Open House</i> <i>-Copies of all documents shared with parents at Open House (Adrian Busch)</i> Although we have used MAP testing for some time in Charleston County, some parents still do not understand its purpose or how to use students' scores. The RIT Stick Comparative Chart provides parents a simple mechanism for understanding MAP data. It will be shared with parents at the Open House which follows MAP testing. A list of suggestions for how to help at home will be also developed by the teacher coach and literacy coach by June 2008 and will be reviewed with teachers prior to being disseminated to parents in the fall. (TBD, L and Literacy Coach)
8. Utilize HSAP-like "warm-ups" daily in English	Claudia Radeke,	August	<i>Warm-up activities will be documented in teacher lesson</i>

classes.	Principal; TBD, Department Chair	2008	<i>plans. (Instructors)</i> Although standards will be taught daily in all English classes, providing students with HSAP-like “warm-ups” on a daily basis will assist in test preparation skills.
9. Implement a modified 4x4 schedule.	Adrian Busch, Principal	August 2008	<i>-Master schedule</i> <i>-Transcript analysis (Guidance Department and Adrian Busch)</i> The master schedule has the potential to have tremendous impact on student achievement. It has been determined that the school’s current use of the A/B schedule may be inhibiting the progress of students, as students take 8 courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Placement of 9 <sup>th</sup> grade students in classes will include a review of students’ PACT scores from 8 <sup>th</sup> grade, spring 2008 MAP results, and transcript analysis. Modifications on the typical 4X4 will be made to ensure students who need extra support through year-long classes (double-dosing) will be accommodated. Data will be used to evaluate the effectiveness of implementation.
10. Ensure that 10 <sup>th</sup> grade students who are two or more grade levels behind in English Language Arts (as reflected by MAP data) participate in a sequence of courses that enables them to have a year-long English course and or other supports deemed necessary to meet the student’s individual needs.	Adrian Busch, Principal	September 2008	<i>-Targeted list of students needing additional assistance</i> <i>-Documentation of types and dates of assistance provided (Adrian Busch)</i> Research indicates that many students who are unsuccessful readers simply need extra time and structured help to gain confidence in reading. Extra help strategies will be differentiated based on student need and availability of resources to meet those needs.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009, 65% of students in grade 9 will achieve a minimum RIT score 225 in MAP Math to demonstrate progress leading towards passing HSAP on the first attempt in grade 10.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development on the use of MAP data and Des Cartes for improving instruction.	Claudia Radeke, MAP Testing Coordinator; Bridgette Goolsby, Department Chair	August 2008	<i>-Sign-in sheets from training (Claudia Radeke)</i> <i>-Handouts of materials used (Claudia Radeke)</i> In order for teachers to effectively use MAP data and Des Cartes to improve instruction and thereby improve student achievement, they must be provided professional development experiences in which they actually manipulate their data. A model for how to reflect the use of data and Des Cartes in lesson plans will be provided.
2. Require teachers to reflect the use of MAP data and Des Cartes in lesson planning.	Bridgette Goolsby, Department Chair; Adrian Busch, Principal	August 2008	<i>-Lesson Plans, Department Chair</i> Merely providing teachers with MAP data and training does not ensure it will be used to improve instruction. Teachers are more likely to actually use MAP data and Des Cartes if they know it must be reflected in lesson plans.
3. Conduct a MAP conference with each student to establish targeted goals for improvement.	Claudia Radeke, Literacy Coach	September 2008	<i>-Individual Conference Sheets (Claudia Radeke)</i> While it is important for teachers to understand how students have performed on MAP, it is also imperative that students be involved in understanding and using the data. A MAP conference will be held with each student, preceding and following MAP testing. Math teachers will use results-based conferencing to help students establish target goals for improvement and explain the significance of MAP scores and their correlations to either EOC or HSAP passage.
4. Provide academic incentives for all students meeting and exceeding MAP Growth targets in Math.	Adrian Busch, Principal; Faculty/Student Recognition and Relationships Focus Team	August 2008	<i>-List of student qualifying for incentives</i> <i>-Incentive plan developed by Focus Team (Adrian Busch and Faculty/Student Recognition and Relationships Focus Team)</i> Although there is a need for students to be intrinsically motivated to do well, the fact remains that many St.

			John's High School students are motivated by extrinsic rewards. The Faculty/Student Recognition and Relationships Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.
5. Create and maintain a data wall which reflects students' MAP performance.	Claudia Radeke, Literacy Coach	September 2008	<p><i>-Pictures of Data Wall (Claudia Radeke)</i></p> <p>A visual representation of students' performance within RIT bands often helps teachers grasp a clearer understanding of how far students must progress in order to meet achievement goals. The MAP data wall will be updated Fall and Spring to reflect changes in MAP data. (Claudia Radeke)</p>
6. Communicate with parents after each scheduled MAP testing to keep them informed about student progress and to provide strategies which parents may use to assist students at home.	Adrian Busch, Principal	October 2008	<p><i>-Parent sign-in sheet for Open House</i></p> <p><i>-Copies of all documents shared with parents at Open House (Adrian Busch)</i></p> <p>Although we have used MAP testing for some time in Charleston County, some parents still do not understand its purpose or how to use students' scores. The RIT Stick Comparative Chart provides parents a simple mechanism for understanding MAP data. It will be shared with parents at the Open House which follows MAP testing. A list of suggestions for how to help at home will be also developed by the literacy coach by June 2008 and will be reviewed with teachers prior to being disseminated to parents in the fall. (Literacy Coach)</p>
7. Utilize HSAP-like "warm-ups" daily in math classes.	Adrian Busch, Principal; Bridgette Goolsby, Department Chair	August 2008	<p><i>Warm-up activities will be documented in teacher lesson plans. (Instructors)</i></p> <p>Although standards will be taught daily in all mathematics classes, providing students with HSAP-like "warm-ups" on a daily basis will assist in test preparation skills.</p>
8. Implement a modified 4x4 schedule.	Adrian Busch, Principal	August 2008	<p><i>-Master schedule</i></p> <p><i>-Transcript analysis (Guidance Department and Adrian Busch)</i></p> <p>The master schedule has the potential to have tremendous impact on student achievement. It has been determined that the school's current use of the A/B schedule may be inhibiting the progress of students, as students take 8 courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Placement of students in classes will include a review of students' EOC scores, spring 2008 MAP results, and transcript data. Data will be used to evaluate the</p>

			effectiveness of implementation.
9. Ensure that 9 <sup>th</sup> grade students whose MAP data indicates significant deficiencies are provided extra help strategies such as tutorials, reading pull-out, Homework Center, or other supports deemed necessary to meet the student's individual needs.	Adrian Busch, Principal	September 2008	<p><i>-Targeted list of students needing additional assistance</i></p> <p><i>-Documentation of types and dates of assistance provided (Adrian Busch)</i></p> <p>Research indicates that many students who are unsuccessful readers simply need extra time and structured help to gain confidence in math. Extra help strategies will be differentiated based on student need and availability of resources to meet those needs.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4: By April 1, 2009, 65% of students in grade 10 will achieve minimum RIT score of 230 in MAP Math to demonstrate probability to pass HSAP on first attempt.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development on the use of MAP data and Des Cartes for improving instruction.	Claudia Radeke, Literacy Coach; Bridgette Goolsby, Department Chair	August 2008	-Sign-in sheets from training (Claudia Radeke) -Handouts of materials used (Claudia Radeke) In order for teachers to effectively use MAP data and Des Cartes to improve instruction and thereby improve student achievement, they must be provided professional development experiences in which they actually manipulate their data. A model for how to reflect the use of data and Des Cartes in lesson plans will be provided.
2. Require teachers to reflect the use of MAP data and Des Cartes in lesson planning.	Bridgette Goolsby, Department Chair; Adrian Busch, Principal	August 2008	-Lesson Plans and lesson plan feedback forms , Department Chair Merely providing teachers with MAP data and training does not ensure it will be used to improve instruction. Teachers are more likely to actually use MAP data and Des Cartes if they know it must be reflected in lesson plans.
3. Conduct a MAP conference with each student to establish targeted goals for improvement.	Claudia Radeke, Literacy Coach	September 2008	-Individual Conference Sheets (Claudia Radeke) While it is important for teachers to understand how students have performed on MAP, it is also imperative that students be involved in understanding and using the data. A MAP conference will be held with each student, preceding and following MAP testing. Math teachers will use results-based conferencing to help students establish target goals for improvement and explain the significance of MAP scores and their correlations to either EOC or HSAP passage.
4. Provide academic incentives for all students meeting and exceeding MAP Growth targets in Math.	Adrian Busch, Principal; Faculty/Student Recognition and	August 2008	-List of student qualifying for incentives -Incentive plan developed by Focus Team (Adrian Busch and Faculty/Student Recognition and Relationships Focus Team)

	Relationships Focus Team		Although there is a need for students to be intrinsically motivated to do well, the fact remains that many St. John's High School students are motivated by extrinsic rewards. The Faculty/Student Recognition and Relationships Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program.
5. Create and maintain a data wall which reflects students' MAP performance.	Claudia Radeke, Literacy Coach	September 2008	<i>-Pictures of Data Wall (Claudia Radeke)</i> A visual representation of students' performance within RIT bands often helps teachers grasp a clearer understanding of how far students must progress in order to meet achievement goals. The MAP data wall will be updated Fall and Spring to reflect changes in MAP data. (Claudia Radeke)
6. Communicate with parents after each scheduled MAP testing to keep them informed about student progress and to provide strategies which parents may use to assist students at home.	Adrian Busch, Principal	October 2008	<i>-Parent sign-in sheet for Open House</i> <i>-Copies of all documents shared with parents at Open House (Adrian Busch)</i> Although we have used MAP testing for some time in Charleston County, some parents still do not understand its purpose or how to use students' scores. The RIT Stick Comparative Chart provides parents a simple mechanism for understanding MAP data. It will be shared with parents at the Open House which follows MAP testing. A list of suggestions for how to help at home will be also developed by the literacy coach by June 2008 and will be reviewed with teachers prior to being disseminated to parents in the fall. (Literacy Coach)
7. Utilize HSAP-like "warm-ups" daily in math classes.	Adrian Busch, Principal; Bridgette Goolsby, Department Chair	August 2008	<i>Warm-up activities will be documented in teacher lesson plans. (Instructors)</i> Although standards will be taught daily in all math classes, providing students with HSAP-like "warm-ups" on a daily basis will assist in test preparation skills.
9. Implement a modified 4x4 schedule.	Adrian Busch, Principal	August 2008	<i>-Master schedule</i> <i>-Transcript analysis (Guidance Department and Adrian Busch)</i> The master schedule has the potential to have tremendous impact on student achievement. It has been determined that the school's current use of the A/B schedule may be inhibiting the progress of students, as students take 8 courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Placement of 9 <sup>th</sup> grade students in classes will

			include a review of students' PACT scores from 8 <sup>th</sup> grade, spring 2008 MAP results, and transcript analysis. Modifications on the typical 4X4 will be made to ensure students who need extra support through year-long classes (double-dosing) will be accommodated. Data will be used to evaluate the effectiveness of implementation.
10. Ensure that 10 <sup>th</sup> grade students who are two or more grade levels behind in math (as reflected by MAP data) participate in a sequence of courses that enables them to have a year-long math course and or other supports deemed necessary to meet the student's individual needs.	Adrian Busch, Principal	September 2008	<p><i>-Targeted list of students needing additional assistance</i></p> <p><i>-Documentation of types and dates of assistance provided (Adrian Busch)</i></p> <p>Research indicates that many students who are unsuccessful readers simply need extra time and structured help to gain confidence in mathematic strategies. Extra help strategies will be differentiated based on student need and availability of resources to meet those needs.</p>



## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: The principal will provide instructional leadership to support student achievement Goals #2 and #4 By April 1, 2009, 65% of students in grade10 will achieve a minimum RIT score of 230 in MAP Math and 220 in MAP Reading to demonstrate probability to pass HSAP on the first attempt.**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Conduct a minimum of 20 classroom observations and walk-throughs per month and provide constructive feedback to teachers with emphasis on instruction that is engaging and targeted to standards. In non-English and non-math classes, evidence of implementing literacy and numeracy across the curriculum will be expected.	Adrian Busch, Principal  Derrick Daniels, Asst. Principal  Stephanie Harris, Asst. Administrator	August 2008	<i>-PowerUser Log documenting teachers observed</i> <i>-Copies of classroom observation feedback forms (Adrian Busch)</i> The Charleston Achieving Excellence – High School Action Design sets forth expectations that administrators support teachers by conducting classroom observations and providing meaningful feedback. This SMART goal is more likely to be achieved if administrators' observational feedback reflects an emphasis on instruction that is engaging, differentiated, and targeted to the Coherent Curriculum (state standards) in English and mathematics. Observational feedback to teachers in non-English and non-math classes should reflect emphasis on the same essentials but should also reflect each teacher's commitment to utilizing effective literacy and numeracy strategies across the curriculum. Each administrator will maintain an updated log of classroom observations and walk-throughs in the districts PowerUser database and will keep a copy of feedback provided to teachers. Evaluations will be documented by each administrator and completed according to district policy and procedures.
2. Conduct teacher evaluations consistent with CCSD policy and procedures and state regulations	Adrian Busch, Principal	September 2008	<i>-Evaluation packets submitted to CCSD (Adrian Busch)</i> Formally evaluating teachers is one of the responsibilities of an instructional leader. Additionally, long-range plans, completed as a part of teacher evaluation, are a useful artifact for demonstrating instruction that is aligned to standards and that inclusion of the school's literacy and

			numeracy plans.
3. Provide professional development to focus on deficiencies documented via classroom observations.	Adrian Busch, Principal	September 2008	<p><i>-List of PD activities</i></p> <p><i>-Classroom observation form (Adrian Busch)</i></p> <p>Professional development should reflect (1) alignment to the goals of the district; (2) alignment to the school's goals; and (3) consideration of the individual needs of teachers. One of the ways we determine professional development needs is through classroom observation.</p>
4. Meet weekly with the Instructional Cabinet to dialogue about support/assistance needed by teachers.	Adrian Busch, Principal	August 2008	<p><i>-Agendas of Instructional Cabinet meetings</i></p> <p><i>-Minutes of Instructional Cabinet meetings (Adrian Busch)</i></p> <p>There should be consistent dialogue in reference to professional development needs in Instructional Cabinet meetings. Communication with department chairpersons regarding the kinds of support needed by teachers in their departments is imperative, and professional development in best practices will aid instructors in becoming more confident in their use.</p>
5. Provide support that is appropriate to teachers that are on diagnostic assistance plans.	Adrian Busch, Principal	August 2008	<p><i>-Improvement Plan (Adrian Busch)</i></p> <p>By providing assistance to teachers with diagnostic assistance plans, they will have the opportunity to improve instructional practices. The aforementioned individualized assistance also models to teachers the expectation we have as an administration to provide extra help to students who initially struggle academically but with support may experience success.</p>
6. Conduct a minimum of one focused walk-through a week, document the use of best practices and teacher and student behaviors observed during classroom observations; and publish results.	Adrian Busch, Principal	August 2008	<p><i>-Charts</i></p> <p><i>-Principal's weekly correspondence to faculty (Adrian Busch)</i></p> <p>As the principal and administrative team conduct classroom observations, it may be noted that some of the Core Essentials required in the Charleston Plan for Excellence are not being consistently modeled. Recognizing that "what gets measured gets done," the administration will conduct focused walk-throughs during which specific behaviors are examined in every class. The percentage of frequency noted in the focused observations will be reflected to teachers in the principal's weekly correspondence, and the principal will chart the growth in the focused areas over time. For example, if it is noted that few teachers have students' work posted, the administration may focus walk-throughs on this behavior for a period of time, communicating weekly to teachers about the behavior. This is also one way the principal can monitor implementation of the school's literacy plan,</p>

			documenting from time to time various aspects of the plan. This communicates high expectations with regard to instructional “non-negotiables.”
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### Focused Principal's Instructional Leadership Goal 2:

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 65% of students who entered high school during school year 2005-2006 and are members of the 9GR6 cohort will be projected to graduate on time, as measured by individual audits to ensure students are on target to meet requirements for graduation including attendance, HSAP, and completion of required credits.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b>  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b>  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Meet quarterly with the guidance team in order to review progress of the 9GR6 cohort.	A. Busch, Principal; E. Waymer, Guidance Director; J. Wilson, Guidance Counselor; C. Buist, Guidance Counselor	Sept. 2008	( Adrian Busch) -Agendas from quarterly meetings with the guidance team -Minutes from quarterly meetings with the guidance team Real time monitoring of progress towards graduation will allow for interventions, additional support, and aid in projections in reference to graduation rate.
2. Conduct conferences with members of the 9GR6 cohort to discuss progress toward meeting graduation requirements.	E. Waymer, Guidance Director; J. Wilson, Guidance Counselor; C. Buist, Guidance Counselor	October 2008	( The Guidance Department) -Individual audit forms for each student that delineates the requirements for graduation (credits, attendance, and HSAP passage) and assesses the student's progress. Using individual audit sheets will afford the information needed to implement prescriptive strategies based on deficits identified during the audits. Early identification of shortfalls will enable us to use innovative measures to keep all members of the cohort on target.
3. Communicate with parents regarding on-time graduation requirements during Senior Night.	E. Waymer, Guidance Director; A. Busch, Principal	October 2008	( The Guidance Department) -Senior night agenda -Call-out log validating parent contact/invitation to the meeting -Copy of flyer sent to parents informing them of "Senior Night"

			Senior night will allow the institution to share information with both students and parents in reference to graduation requirements, standing relative to requirements that have been met, scholarship information, and career opportunities post high school for those who don't plan on attending college.
4. Use APEX online for credit recovery.	S. Harris, Assistant Principal	August 2008	<p>(Stephanie Harris)</p> <p>-Sign in rosters for seniors attending APEX credit recovery</p> <p>-Senior transcripts reflecting credits recovered needed for graduation</p> <p>APEX online will allow students who are not on track to graduate due to the lack of the minimal number of units needed, to obtain credits untraditionally( self paced, web based program, using an extended school day) in addition to the credits earned during regular school hours.</p>
5. Provide written notification to parents/guardians of 9GR6 cohort regarding students' graduation status at the end of the first semester (Note: School is on 4X4 schedule).	E. Waymer, Guidance Director	January 2009	<p>(Guidance Director TBA)</p> <p>-Copies of notification's written to parents on file</p> <p>Written notifications to parents will inform them of their student's graduation status at the mid-point of the year and will include suggestions/mandates that will be necessary to ensure that the student graduates on time. For students on track to graduate this will relieve the angst of parents, and for students that are not on track it will notify parents to avoid displaced blame in June.</p>

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators’ Instructional Leadership Goal 1:** By April 1, 2009, 75% of classroom observations by district administrators will show appropriate levels of both active engagement of students and rigor as reported on the classroom observation rubric.

Note: Consistent with expectations of the High School Action Plan to improve student achievement through classroom delivery of the curriculum and construction of instructional lesson plans reflecting increased rigor using New Bloom’s Taxonomy and to support the accomplishment of the student achievement goals set forth in this plan, the district high school associate superintendent and district high school staff will conduct a minimum of five collective observations per month with written feedback to teachers and the principal. One hundred percent of teachers observed who need additional support will receive the assistance required, as indicated on the area on the rubric, to ensure the likelihood that each will become more proficient in the use of effective instructional strategies identified in this goal as measured through comparison of fall and winter observations.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Observations will be focused to determine alignment of work to the Coherent Curriculum, evidence of high expectations through rigorous content that challenges students to think at higher levels of Bloom’s/Anderson’s Taxonomy, active engagement of students through inquiry-based learning, and providing differentiated instruction to meet the needs of individual students. (*a minimum of five collective observations per month with written feedback to teachers and the principal)	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate	August 2008	The three student achievement goals set forth in this plan are not only the goals of North Charleston High School, but the goals of the principal and the district. To ensure these student achievement goals are met, instructional support at the district level sends the clear message that what matters most is what happens in the classroom and that it is the district’s responsibility to support the leadership of the school in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a clear focus on classroom instruction that supports these goals. If our students are more successful, they are more likely to graduate. <b>Documentation: Observation logs and Copies of feedback given to teachers and principals</b> <b>Person Responsible: Louis Martin, Bruce Gibson, district staff</b>
2. Teachers who need additional assistance to be more successful in implementing the Program Essentials of the Charleston Plan for Excellence -	Louis Martin, Associate Superintendent	August 2008	Not all teachers come into North Charleston High School fully prepared work with students who are not ready for the rigors of high school. While some lack experience and

High School Action Design will be provided support through district staff and/or by the facilitation of visits to teachers within the school or in other schools who are successfully implementing the areas of deficiency noted.	for High Schools  District High School Staff Assigned to Associate		expertise in instructional pedagogy, others lack the foundational understanding of what it takes to work with children from poverty, and are unfamiliar with South Carolina standards and the use of the Coherent Curriculum. It is the district and school administration's collective responsibility to ensure teachers are equipped in these areas. <b>Documentation: <i>Documentation of support provided to teachers who need assistance</i></b> <b>Person Responsible: Louis Martin, Bruce Gibson, district staff</b>
3. Use data and root cause analysis with principals, department chairs, and teachers to examine correlation of student performance on HSAP and EOC with the findings noted in classroom observations.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate	August 2008	If we are to change instructional practices and ensure success of students on HSAP and EOCEP, it is imperative that we "shine a light on the data" that gives us some indication of whether teachers are teaching the right things, using effective instructional methodologies, and aligning what they do in class every day to the state standards. It is imperative that we use data to determine where there are gaps in teaching and learning and that we use root cause analysis to determine why these gaps exist in the development of support for teachers. <b>Documentation: <i>Data, root cause analysis, and classroom observation comparisons</i></b> <b>Person Responsible: Louis Martin, Bruce Gibson, district staff</b>
4. Provide monthly on-going professional development to school leadership and teachers to support the accomplishment of the goals set forth in this FSRP plan, specifically those in which identify strategies to facilitate alignment to the Core Essentials of the Charleston Plan for Excellence - High School Action Design are the focus.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate	August 2008	Modeling of effective professional development that is engaging, data-driven, consistent with best practices, and aligned to need will be a priority for the associate superintendent and district high school staff. Strategies and protocols which invite collaborative conversations among principals and teachers will be utilized in group professional development sessions. Protocols which promote reflection and peer coaching will be used in individual professional development. <b>Documentation: <i>Agendas for principal's meetings which reflect a focus on instructional leadership; District-wide in-service agendas which focus on teacher needs identified through classroom observations; and Anecdotal records of district high school staff of on-site professional development services provided to individual teachers or groups</i></b> <b>Person Responsible: Louis Martin, Bruce Gibson, district staff</b>

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, 80% of core content area teachers (English, math, science, social studies) will demonstrate proficiency in instructional delivery as measured by department chairs' observations using the district observation rubric.

Note: This will be measured by teachers receiving a proficient rating in at least two observations. The quality of instructional delivery relates directly to student achievement, including performance on End-of-Course Exams and HSAP. The district will provide support and training for department chairs to fulfill their responsibilities in peer coaching, using data, and observing teachers.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Professional development monthly meetings of subject department chairpersons from all high schools will be used to develop appropriate classroom instructional strategies to be implemented with school department staff that reflects high expectations for student performance on HSAP and EOC exams.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate  District Staff	August 2008	One of the most effective models of professional development is peer coaching. While a department chair is most frequently a great teacher, the challenges of coaching and training adults—especially those who do not recognize the need for assistance--is different from that of working with students. Department chairs will be trained not only in additional instructional practices but in the use of protocols such as reflective dialogue and cognitive coaching to support the work of their peers. <b>Documentation: Agendas of meetings with department chairs; Copies of all handouts; Workshop planners</b> <b>Person Responsible: Louis Martin, Bruce Gibson, district staff</b>
2. Bi-monthly meetings will be held with each department chairperson at individual schools to identify and remediate individual teachers in need of additional assistance with instructional strategies to successfully accomplish this goal.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate	August 2008	While monthly meetings with department chairs provides for the collaborative sharing of challenges and success in positively effecting the outcomes of the FSRP, individual assistance particular to school needs is also imperative. These meetings will also provide an opportunity for the district leadership to model effective protocols with the department chair that they may then use with teachers. <b>Documentation: Anecdotal notes from meetings with department chairs in school and Copies of</b>



	District Staff		<b>materials used in bi-monthly meetings</b> <b>Person Responsible: Bruce Gibson</b>
3. Meetings with individual teachers will be held on an as needed basis by department chairpersons and/or district staff to coach teachers needing additional assistance in delivering the expected rigor to meet or exceed the expectations of this goal.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate  District Staff	August 2008	The goal of providing support through district observations and department chairs is the improvement of instruction to ensure the goals delineated in this plan are achieved. <b>Documentation: <i>Anecdotal record of meetings with teachers and Copies of materials, such as review of lesson plans, notes from classroom observations, and other artifacts used in conferencing</i></b>  <b>Person Responsible: Department Chairs, district staff</b>
4. Department chairpersons will meet with individual teachers to evaluate student data (performance on teacher generated assessments, MAP data, 9 week benchmark assessments) as to the student's readiness to be successful on the HSAP and EOC exams. Students identified as needing additional preparation will be provided with an opportunity for supplementary instruction.	Louis Martin, Associate Superintendent for High Schools  District High School Staff Assigned to Associate  School based department chair and subject instructional staff.  District Staff	August 2008	As mentioned above, the use of data to determine gaps between teaching and learning and to determine what should be re-taught and re-tested for mastery is imperative. <b>Documentation: <i>Anecdotal records of meetings with teachers and Copies of materials used, such as results on MAP, benchmark assessment results, and other comparative data</i></b> <b>Person Responsible: Department Chairs, district staff</b>

**NOTE: District staff for this goal includes a learning specialist, a technology specialist, a special education supervisor, and a positive behavior specialist.**

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**CCSD** - Charleston County School District

**Measures of Academic Progress (MAP)** - a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. By using MAP three times per year in Charleston County School district, MAP test results help educators make student-focused, data-driven decisions.

**High Schools That Work (HSTW)** – the leading secondary reform initiative in the United States based on 10 key practices. The model supports implementation of the EEDA and sets high expectations for student achievement. St. John’s High School will begin its second year of implementation in the 2008-2009 school year.

**Parent Link Call-out System** – a technology-based system used to call parents of students within the school and communicate a specific message to all recipients on the call list at the same time.

**High School Assessment Program (HSAP)** - assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade.

**Palmetto Achievement Challenge Tests (PACT)** - a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies.

**End of Course Examination Program (EOCEP)** - examinations, which count 20 percent of the students’ final grade in each gateway or benchmark course, currently including Algebra 1/Math for the Technologies 2, English 1, and Physical Science..

**Charleston Plan for Excellence (CPE II)** – a comprehensive plan designed to provide optimal support for teaching and learning in Charleston County School District.

**PLAN** - second part of a testing system that starts with EXPLORE and ends with the ACT. Typically administered in 10<sup>th</sup> grade, the assessment measures English, math, reading and science.

**PSAT** - Preliminary SAT, good practice for the SAT, which contains the same types of questions. The PSAT tests critical reading, math problem solving, and writing skills. The assessment is also used to identify National Merit Scholars.

**SAT** – a test which measures reasoning and skills in critical reading, math, and writing. Most colleges require or recommend one or more of these tests for admission for placement purposes.

**St. John’s High School Literacy Plan** – Based on the model developed by the Southern Regional Education Board and utilized in most High Schools That Work sites, the model promotes the following five goals: (1) Students will read the equivalent of 25 books per year; (2) Teachers will utilize effective reading and writing strategies in all classes; (2) Students will write weekly in classes; (4) Students will write researched “pieces” in all classes; and (5) The strategies utilized in honors/advanced classes that promote higher levels of thinking will be utilized by all teachers.

**Instructional Cabinet** – Comprised of the principal, assistant principal, literacy coach, and department chairs, this group provides instructional leadership in the school.

**NWEA** – Northwest Evaluation Association, a non-profit organization that provides research-based assessments that aid in the improvement of teaching and learning.

**CAE** – Charleston Achieving Excellence, the newly revised action plan that governs instructional/leadership practices in for all learning communities.